

## Scoring for Rangefinding

- ◆ Rangefinding: the process used to establish exemplar samples of writing for each grade level at each score point
- ◆ Anchor set: a set of scored and annotated responses resulting from rangefinding and made up of the exemplar papers in each score point

The Arizona Department of Education Assessment Section collaborates with the contracted test vendor to complete rangefinding and establish anchor sets for all field test writing. The resulting, teacher-scored responses are used to train evaluators hired by the test vendor to score operational prompt writing results from AIMS 3-8 and AIMS HS. (See “Scoring AIMS Writing” on the AIMS Writing Page.) The following bulleted information represents the process teachers use for scoring the responses in rangefinding.

### RUBRIC

- Look for the positive attribute of the writing first, and then note any weaknesses.
- Let the descriptor for each score point guide you initially.
- Match elements in the writing with the score point bullets.
- Not all bullets must be met.
- Writing identified at one score point may have elements represented by bullets in adjacent score points.
- Most elements satisfied indicate the score assignment.
- Score point 1 is not a dumping ground: support the score with elements from the writing that match the rubric.
- Score point 6 does not mean a perfect paper. A 6 is beyond grade level expectations (score point 4), has risk-taking, exhibits control, and is more sophisticated in skill.

### SCORING

- Do not allow personal bias to affect your score.
- Do not allow length to indicate a low or high score.
- Do not allow student errors to overshadow student strengths.
- Off-mode responses are scored. As long as a paper is on topic, it is scored.
- Scoring vs. grading: keep in mind that the testing situation requires students to write to a cold prompt, does not allow for teacher assistance, and is completed in a testing situation.

## **ANNOTATIONS**

- Annotations give the evaluators insight about a response and its score point.
- Annotations must be clear and directly related to the response and the rubric.
- Annotations require specific support from both the paper and the rubric.
- Explaining why a paper is not the score point above or the score point below is extremely helpful for evaluators.
- Think: “If I did not teach writing, would this annotation give me enough insight and understanding to score responses?”

**Scoring appropriately depends on both the rubric and Strand 2 of the Writing Standard. Consulting the Arizona Articulated Writing Standard for grade level expectations in writing is part of the scoring process.**

**Assessment is in constant contact with the vendor during the scoring process to answer questions and to monitor the progress of scoring.**

## **Dispelling the Myths of AIMS Writing**

AIMS papers do **not** have to:

- Satisfy each bullet in a score point to earn that score point.
- Have paragraphing to earn a 4, 5, or 6.
- Be two pages long to earn a 4 or above.
- Be written in third person.
- Be written as a five-paragraph essay to earn a 4 or above.
- Be perfect to earn a 6.

AIMS evaluators are:

- College graduates; many are teachers or have been teachers.
- Trained specifically for Arizona scoring.
- Encouraged to thoroughly read each paper, multiple times if necessary, to score fairly.
- Caring people who like kids.